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ABSTRACT

This document discusses New Jersey's alternate route to teacher certification, formerly called the Provisional Teacher Program, that enables school districts and nonpublic schools to employ non-education major college graduates as teachers. The program is now in its third year of operation. Part I of this report addresses program growth from various perspectives, including candidate interest and eligibility, the various characteristics of employed provisional teachers, and program utilization by the state's public and nonpublic schools. Part II focuses upon program implementation since September 1986. Information regarding employment patterns of provisional teachers, the qualitative characteristics of the 1987-88 group, and program completion and attrition among the 1986-87 group is presented, and the backgrounds and qualifications of the 1987 "Dodge Fellows"--exemplary provisional teachers who receive grants to pursue advanced study in their respective fields--are also described. (CB)

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THE PROVISIONAL TEACHER PROGRAM

Third Year Report

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The New Jersey Provisional Teacher Program
A Third Year Report

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INTRODUCTION

Introduction

New Jersey's alternate route to certification, formally called the Provisional Teacher Program, enables local school districts and nonpublic schools to employ college graduates who did not study education courses in college. In order to qualify, candidates must possess a degree in the subject or subjects they will teach and must pass a state certification test of subject knowledge. Further, candidates must be offered employment in a school district which has been approved by the state for training provisional teachers and which has made a contractual commitment to provide the necessary training resources.

During the first six weeks of employment, each provisional teacher receives 80 hours of formal instruction, and for the first month is assigned an experienced teacher who provides appropriate support in the classroom. During the remainder of the first year of employment, the provisional teacher receives an additional 120 hours of instruction and is supervised and guided by a district support team through a schedule of observations and meetings. The formal instruction of provisional teachers conveys professional knowledge and skills identified by a panel of educational researchers as essential for beginning teachers. The successful candidate receives, at the recommendation of the school principal, a standard certificate at the end of the first year.

The formal instruction which provisional teachers receive is provided primarily at regional centers coordinated for participating districts by the New Jersey State Department of Education. During the first year of the program, seven centers were in operation. As a result of an increase in the number of provisional teachers, thirteen are currently functioning. Each of the centers is affiliated with a collegiate school or department of education which coordinates the instruction provided by college faculty and district professionals. The participation of colleges is contracted by the state education department and funded by fees of $450 paid by each provisional teacher. The Department of Education has been extremely pleased by the participation of some of the state's best collegiate education schools.

The New Jersey Provisional Teacher Program is intended to accomplish two goals--enlarging the pool of teacher candidates while simultaneously attracting highly qualified individuals to the field. In this regard, it is helpful to view the program in its proper historical context:

1. Quantity of New Teachers

   New Jersey school districts had been permitted since 1942, in "extenuating circumstances," to hire as full-time teachers persons who did not study education in college. Such persons were issued so-called "emergency certificates" which enabled them to teach. During the 1940s-1960s, emergency certification was used mainly to address teacher shortages. During that period, more new teachers in the state were hired under emergency certificates than under standard certificates. In more recent years, significant numbers of emergency certificates continued to be issued, not only to resolve shortages, but also to accommodate a variety of other circumstances.

The emergency certificate had no requirements whatsoever. Therefore, in many cases, "emergency teachers," in addition to lacking professional training, also lacked college degrees and were not educated in the subjects they taught. Nevertheless, they were permitted to take over classrooms without receiving formal instruction or special supervision or assistance from experienced professionals. Many remained in the classroom for years without completing the required education and training.

Emergency certification, which is still a prevalent practice across the country, was replaced in New Jersey in 1985 by the Provisional Teacher Program. This program addresses, in a far more rigorous manner, those circumstances in which districts must employ a person who did not study education in college. Because of its high standards for entry and training, it is not nearly as convenient a response as emergency certification was to such problems as teacher shortages, nor is it intended to be. Instead, it is intended to ensure, even in cases of shortage, that districts hire competent individuals and that these individuals receive essential training as soon as possible.

2. Quality of New Teachers

During the past 15 years, the quality of persons enrolling in traditional preparation programs had declined. For a variety of reasons, talented young men and women were not investing their time and tuition dollars in the study of education. Yet many talented individuals decide after college, or after experience in another career, to go into teaching. Ironically, the emergency approach for all its laxity did not allow school districts to consider even the most talented among these persons unless there was a demonstrated shortage of certified candidates. This was so even when the district justifiably perceived the certified candidates to be of low quality. Many talented persons, therefore, had either been discouraged or turned away in their pursuit of teaching careers.

The more important purpose of the Provisional Teacher Program, then, is to provide local districts with a means by which to employ talented persons who otherwise would not have been able to teach, and to provide those persons with the training and help they need to succeed in sharing their knowledge and talents with school children. The program was intended to attract into public education such persons as recent liberal arts graduates from prestigious colleges, private and parochial school teachers, college professors, and successful persons seeking changes of careers. In this sense, the program is intended, not as an "aberration" as was emergency certification, but as a legitimate alternative means of attracting and retaining teachers.

The Provisional Teacher Program is but one of several programs undertaken in New Jersey to improve the quality of beginning teachers. Other efforts include a state-funded minimum salary for beginning teachers of $18,500, scholarship loans of $7,500 per year for students preparing for teaching careers in college, $5,000 fellowships for new provisional teachers, the establishment of awards to recognize the best among graduates of traditional training programs, and a reform of traditional undergraduate programs to place greater emphasis on the liberal arts/science education of teachers.

The commencement of three consecutive academic years has now witnessed the employment of provisional teachers in New Jersey. An excellent opportunity exists, therefore, to review the Provisional Teacher Program from the perspective of its growth longitudinally. Part One of this report will address program growth from a variety of perspectives including candidate interest and eligibility, the various characteristics of employed provisional teachers and program utilization by the state's public and nonpublic schools.

Part Two will focus upon program implementation since September 1986. Employment patterns of provisional teachers will be presented as will the qualitative characteristics of the group of new provisional teachers employed for academic year 1987-88. In addition, information relative to program completion and attrition among provisional teachers employed for academic year 1986-87 will be discussed. Finally, Part Two will describe the backgrounds and qualifications of this year's Dodge Fellows - those 17 exemplary provisional teachers selected by an independent panel to receive $5,000 grants to pursue advanced study in their respective fields.

PART ONE

GROWTH OF THE PROVISIONAL TEACHER PROGRAM

Candidate Interest and Eligibility

Interest in the Provisional Teacher Program from potential candidates across the country has remained consistently high throughout the past three years. As indicated in Table 1, the general candidate "pool" -- persons expressing interest in pursuing the program -- included 5,267 individuals by September 15, 1987. This total represents a 433 percent cumulative increase in the number of persons applying for candidate status since September 1985. Further, fully 86 percent of the candidate "pool", 4514 individuals, pursued their initial interest through the filing of formal applications to the program.

Table 1

TOTAL CANDIDATE POOL

1985	1986	1987	TOTAL
1,217	1,962	2,088	5,267

The number of individuals who qualified ultimately for employment as provisional teachers rose dramatically as well from September 1985 to September 1987. In order to be eligible to seek employment as a provisional teacher, the applicant must establish that he/she holds a baccalaureate degree with a major in the appropriate subject field and must pass the appropriate subject test of the NTE program. Whereas 788 eligibility documents had been issued by September 1985, two years later, the number has risen cumulatively to 3,325.*

The department's recruitment activities have contributed to the significant growth in candidate interest and eligibility. Over the course of the past three years, recruitment visitations have been made to a cumulative total of 105 colleges and universities throughout the country as well as to a variety of other organizations, including those which serve minorities. Within the past three years, a total of 142 highly qualified candidates recruited from academically strong collegiate institutions have entered the teaching profession in New Jersey.

Employed Provisional Teachers

By September 1985, 121 provisional teachers had been employed in participating public and nonpublic schools in New Jersey. Cumulatively, 711 provisional teachers had been hired by September 15, 1987. This total includes:

121 teachers hired for September 1985;
72 teachers hired during the 1985-86 school year;
198 teachers hired for September 1986;
105 teachers hired during the 1986-87 school year; and
215 teachers hired for September 1987.
711 TOTAL

*Eligibility documents are issued to qualified candidates for employment consideration in specific subject fields.

Since September 1985, the number of provisional teachers employed statewide has grown 588 percent overall. The number of provisional teachers hired in the second year of the program's operation (270) was higher than the first-year total of 121 by 223 percent. The number hired in the third year (320) represents an additional increase of 118 percent.

Since the Provisional Teacher Program's introduction three years ago, the proportion of provisional teachers employed among the larger group of new teachers employed annually in New Jersey has risen steadily. At the onset of the program in September 1985, the program had attracted 11 percent of new teachers entering the public schools that year. One year later, in September 1986, the proportion had increased to 14 percent. By the beginning of the program's third year, fully 18.2 percent of new teachers employed annually in New Jersey were provisional teachers.

Table 2

Provisional Teachers Hired by Public and Nonpublic Schools

	Public Schools	Nonpublic Schools	Totals
September 1985	114	7	121
1985-86 school year	68	4	72
September 1986	140	58	198
1986-87 school year	90	15	105
September 1987	142	73	215
TOTAL	554	157	711
% TOTAL CUMULATIVE Increase in Employment from September, 1985 to September, 1987.	486%	2243%	588%

Provisional teachers may be employed in approved public or nonpublic schools in New Jersey. Approval is granted upon receipt of formal assurance from the school that all standards for training and supervision will be met.

Since the program's inception, the number of provisional teachers employed in New Jersey's public schools has increased cumulatively by 486 percent as indicated in Table 2 above. Even more dramatic growth can be seen within the nonpublic school sector in New Jersey. Whereas only seven provisional teachers had been employed in nonpublic schools by September 1985, two years later, the total number of provisional teachers training in nonpublic schools had risen to 157.

Overall 78 percent of the total number of provisional teachers employed since September 1985 have been hired to teach in public schools.

New Jersey, like other states, has always made its programs, including licensure services, available to nonpublic schools. The dramatic increase in the employment of provisional teachers in nonpublic schools in New Jersey is a welcomed, heartening indication of what may well be a more generalized movement toward a licensed profession of teaching in this state.

See Appendix A for a list of all public school districts and nonpublic schools which have participated in the Provisional Teacher Program to date.

Table 3

Fields of Employment of Provisional Teachers

Numbers and Percentages of Teachers

Field	Sept. 85	Mid-Year 1985-86	Sept. 86	Mid-Year 1986-87	Sept. 1987	TOTAL
Elementary/Nursery	28 (23%)	37 (51%)	88 (44%)	39 (37%)	87 (41%)	279 (39%)
Science	31 (26%)	11 (15%)	36 (18.5%)	19 (18%)	33 (15%)	130 (18.5%)
Mathematics	29 (24%)	15 (21%)	24 (12%)	21 (20%)	23 (11%)	112 (15.5%)
English	7 (5%)	1 (1.5%)	19 (10%)	9 (8%)	20 (9%)	56 (8%)
Foreign Languages	8 (7%)	1 (1.5%)	8 (4%)	3 (3%)	12 (6%)	32 (5%)
Social Studies	4 (3%)	1 (1.5%)	8 (4%)	5 (5%)	20 (9%)	38 (5%)
Art	4 (3%)	3 (4%)	3 (1.5%)	3 (3%)	3 (1%)	16 (2%)
Business Ed.	2 (2%)	0	6 (3%)	3 (3%)	4 (2%)	15 (2%)
Music	2 (2%)	1 (1.5%)	3 (1.5%)	1 (1%)	5 (2%)	12 (1.5%)
Industrial Arts	1 (1%)	1 (1.5%)	2 (1%)	0	1 (.5%)	5 (1%)
Physical Ed.	3 (2%)	0	0	0	5 (2%)	8 (1%)
Speech & Theatre	1 (1%)	0	1 (.5%)	1 (1%)	1 (.5%)	4 (.05%)
Psychology	0	1 (1.5%)	0	0	1 (.5%)	2 (.05%)
Reading	1 (1%)	0	0	0	0	1 (.025%)
Home Economics	0	0	0	1 (1%)	0	1 (.025%)
TOTAL	121	72	198	105	215	711

Table 3 presents the fields in which provisional teachers have been employed since the program began in September 1985. The overall proportion of provisional teachers employed at the secondary level has remained stable since last year at 61 percent. The remaining 39 percent of provisional teachers employed over the past three years has been hired to teach at the elementary or nursery levels.

Table 3 also shows that although the numbers of science and math teachers have risen steadily, the proportion of teachers hired in those fields has declined due to more significant increases in numbers of teachers employed in elementary education, social studies and English. These trends, which began last year, may suggest that the number of instances in which the program is used by choice, rather than to address "shortages", is continuing to grow.

Program Participation by New Jersey's Schools

The number of districts and nonpublic schools using the Provisional Teacher Program as an employment option has increased significantly. At the onset of implementation in September 1985, 58 local school districts and eight nonpublic schools had employed provisional teachers. Two years later, a total of 152 individual school districts and 121 individual nonpublic schools had participated in the program. This growth in program utilization represents a 262 percent increase in public school participation alone.

Table 4 below presents the public and nonpublic school participation in the Provisional Teacher Program during two comparable periods of time -- academic years 1985-86 and 1986-87. Unquestionably, local districts and nonpublic schools in certain counties have participated in the program to a much greater extent that did schools in certain other counties. Nonetheless, over the course of two consecutive academic years, employment of provisional teachers took place in each of the state's 21 counties.

During the first two years of program implementation, a cumulative total of 173 public school districts and 73 nonpublic schools participated in the Provisional Teacher Program. Cumulative participation among New Jersey's schools increased 211 percent overall from the first to the second year of implementation. Within the public sector, cumulative participation increased 147 percent while nonpublic sector participation increased sevenfold.

Table 4

Public School District and Nonpublic School Participation in the Provisional Teacher Program from September 1, 1985 through June 30, 1987

	Sept. 1, 1985-June 30, 1986			Sept. 1, 1986-June 30, 1987		
County	Public	Nonpublic	TOTAL	Public	Nonpublic	TOTAL
Atlantic	4	0	4	9	2	11
Bergen	8	2	10	14	9	23
Burlington	1	1	2	2	2	4
Camden	1	1	2	3	3	6
Cape May	0	0	0	1	1	2
Cumberland	1	0	1	4	2	6
Essex	7	2	9	9	9	18
Gloucester	1	0	1	1	3	4
Hudson	5	0	5	5	4	9
Hunterdon	1	0	1	0	0	0
Mercer	2	0	2	2	2	4
Middlesex	6	0	6	6	7	13
Monmouth	12	1	13	12	7	19
Morris	7	0	7	10	1	11
Ocean	3	0	3	5	0	5
Passaic	1	0	1	4	3	7
Salem	0	0	0	1	0	1
Somerset	2	2	4	3	2	5
Sussex	2	0	2	2	0	2
Union	5	0	5	7	7	14
Warren	1	0	1	2	0	2
TOTAL	70	9	79	103	64	167

PART TWO

PROGRAM IMPLEMENTATION SINCE SEPTEMBER 1986

Program Completion and Attrition

Ninety-eight percent of those provisional teachers who completed all requirements during academic year 1986-87 were recommended for certification by their principals. Three individuals or 2 percent of those completing all requirements received "Insufficient" ratings from their principals permitting them another year to become certified through the Provisional Teacher Program.

Of the 198 provisional teachers who had been employed by September 8, 1987, 16 individuals dropped out of the program for a variety of reasons. An attrition rate of 8 percent among these provisional teachers compares with an attrition rate of 15.76 percent among those first-year teachers who gained certification through the traditional college route.

For the second consecutive year, the attrition rate among provisional teachers has been significantly lower than the comparable rate for new teachers who gained certification through a college program. (See Table 5). The implications of this disparity on the training of new teachers are meaningful and warrant further study. It may be posited that an appropriate amount of required support and supervision provided to new teachers will influence both the rate at which these teachers remain in the profession and the success they enjoy during their first year on the job.

Table 5

Attrition Rates Among Provisional Teachers and Traditionally Certified First Year Teachers In New Jersey

Academic Year	Traditionally Certified Teachers	Provisional Teachers
1985-86	16.6%	10.6%
1986-87	15.76%	8%

Table 6 below indicates the status of those provisional teachers employed at the beginning of the program's second year.

Table 6

Completion of Program by Provisional Teachers Hired September 1986

	Number
Recommended for Certification	145
"Insufficient" Rating	3
Part-time	7
Left Program	13
Removed by Local District	1
Removed by State Department	1
Deceased	1
Certification Pending Receipt of Official Documentation	27
TOTAL	198

Employed Provisional Teachers Since September 1986

Table 7 below presents information concerning the provisional teachers employed since September 1986. Provisional teachers employed during this period of time achieved NTE test scores which are above the mean for all New Jersey test-takers and well above the state cutoff scores. 31 percent of those employed during the 1986-87 school year and 47 percent of those hired for September 1987 graduated from college with honors. 21 percent and 18 percent respectively possess advanced degrees. Of the 320 provisional teachers employed since September 1986, 226 individuals or 71 percent completed some form of prior teaching experience.

Of those provisional teachers employed since September 1986, 57 percent are women, 43 percent men. With one aspect of the state department's recruitment effort specifically targeted at attracting qualified minorities into the teaching profession in New Jersey, the proportion of employed provisional teachers who are minorities has remained consistently high. 19 percent of those provisional teachers employed since September 1986 have been minorities. Overall since the program's inception, 20 percent of all provisional teachers employed are minorities.

Table 7

Provisional Teachers Employed Since September 1986

	1986-87 School Year		September 1987	
	Number	Percent	Number	Percent
Hired candidates	105		215	
Recruited candidates	12	12%	56	26%
Average NTE:				
Secondary	624		642	
Elementary	661		664	
With Honors	33	31%	100	47%
With Advanced Degrees	22	21%	39	18%
From NJ Colleges	49	47%	88	41%
From NJ High Schools	54	51%	111	52%
With Teaching Experience	83	79%	143	67%
Age:				
About 20 - 25	22	21%	83	39%
Over 25	78	74%	123	57%
Unknown	5	5%	9	4%
Minorities	22	21%	38	18%
Women/Men	50/55	48%/52%	133/82	62%/38%

A comparison of the group of provisional teachers employed for academic year 1987-88 with their colleagues who began the program the previous year reveals a continued rise in the overall quality of employed provisional teachers as measured by their academic records and test scores. Table 8 below indicates that nearly one-half of all provisional teachers employed for academic year 1987-88 graduated from college with honors. This represents a 13 percent increase over the previous year in the number of provisional teachers with such distinction. Additionally, 4 percent more provisional teachers currently teaching possess advanced degrees than did those employed at the onset of academic year 1986-87. Average NTE scores at both the elementary and secondary levels have risen as well.

Table 8

A Qualitative Comparison of Provisional Teachers Employed at the Beginning of Academic Year 1986-87 and 1987-88

	For Academic Year 1986-87	For Academic Year 1987-88
Employed provisional teachers:	198	215
With Honors	67 (34%)	100 (47%)
With Advanced Degrees	28 (14%)	39 (18%)
Average NTE:		
Secondary	630	642
Elementary	662	664

Program Participation by New Jersey's Schools Since September 1986

Table 9

Numbers of Provisional Teachers Employed October 1986 - September 1987

County	1986 - 87 School Year	September 1987	TOTAL
Atlantic	6	15	21
Bergen	6	35	41
Burlington	1	1	2
Camden	12	15	27
Cape May	1	-	1
Cumberland	3	3	6
Essex	34	50	84
Gloucester	-	3	3
Hudson	5	4	9
Hunterdon	-	4	4
Mercer	5	7	12
Middlesex	5	8	13
Monmouth	7	19	26
Morris	5	7	12
Ocean	3	7	10
Passaic	7	13	20
Salem	-	1	1
Somerset	1	8	9
Sussex	2	4	6
Union	2	9	11
Warren	-	2	2
TOTAL	105	215	320

As indicated in Table 9 above provisional teachers have been employed in each of the state's 21 counties since September 1986.

As might be expected, the greatest numbers of provisional teachers have been employed in the largest school districts with the greatest number of teaching positions. However, as indicated in Table 10 below, participation continues to be distributed among districts of all socioeconomic classifications as indicated by District Factor Group (DFG) categories. Since last year, some change has occurred in utilization of the Provisional Teacher Program by districts of various DFGs. Whereas last year 9 percent of participating districts were from the highest socioeconomic classification (J), this year the figure has risen to 15 percent. At the same time, the proportion of participating districts in the lowest socioeconomic classification (A) is slightly lower by 3 percent.

Table 10

District Employment of Provisional Teachers by District Factor Group (DFG)

(October 1986 - September 1987)

TYPE OF DISTRICT	# OF DISTRICTS	PROPORTION OF ALL DISTRICTS PARTICIPATING STATEWIDE
A	15	13%
B	16	14%
C	8	7%
D	7	6%
E	13	11%
F	6	5%
G	9	8%
H	10	9%
I	9	8%
J	17	15%
V*	4	4%
TOTAL	114	

*V - Vocational Schools

By September 15, 1987, participation in the Provisional Teacher Program was very nearly evenly divided between public and nonpublic schools. As presented in Table 11 below, 70 local school districts and 67 nonpublic schools had employed provisional teachers for academic year 1987-88. It is important to bear in mind that when one local school district uses the program, provisional teachers may be employed in several or many of the district's component schools. Consequently, a one-for-one comparison of public and nonpublic schools in not appropriate.

Although the number of participating public school districts and nonpublic schools was almost equal, the actual number of provisional teachers employed in public schools since September 1986 is 62 percent greater than the number employed in nonpublic schools. Further, as discussed earlier, overall since the program's inception in September, 1985, 78 percent of the total number of provisional teachers employed in New Jersey have been hired to teach in the public schools.

Table 11

Participation in the Provisional Teacher Program Among Public and Nonpublic by September 15, 1987

County	Local School District #	Nonpublic School #
Atlantic	4	5
Bergen	14	12
Burlington	0	1
Camden	2	3
Cape May	-	-
Cumberland	1	1
Essex	6	13
Gloucester	2	1
Hudson	-	4
Hunterdon	2	-
Mercer	1	4
Middlesex	4	4
Monmouth	9	4
Morris	5	1
Ocean	3	3
Passaic	3	3
Salem	1	0
Somerset	4	3
Sussex	3	1
Union	4	4
Warren	2	0
TOTAL	70	67

Dodge Fellowship Initiative

Through a grant provided by the Geraldine R. Dodge Foundation, fellowships of $5,000 each have been awarded to seventeen of the most promising provisional teachers employed since September 1986. A portion of each fellowship award will be used to pay the cost of the recipient's initial training in the program and the balance to support his/her continuing education. Like their colleagues of the past, this year's Dodge fellows continue to demonstrate impressive qualifications. Fully 82 percent of the fellows graduated from college with honors and 88 percent have completed some form of prior teaching experience. Each of the fellows is eligible to teach at the secondary level. Appendix B presents biographical information on the fellowship recipients.

Table 12 below presents statistical information on the Dodge Fellows employed in the program since its inception in September 1985.

Table 12

Dodge Fellows Employed in the Provisional Teacher Program Since September 1985

	1985		1986		1987	
	#	%	#	%	#	%
Number of individuals	15	-	16	-	17	-
Average NTE score	709	-	714	-	691	-
With Honors	13	87%	12	75%	14	82%
With Higher Degrees	3	20%	6	38%	6	35%
From Selective Colleges	10	67%	15	94%	14	82%
Minority Teachers	3	20%	5	31%	4	24%
Women/Men	10/5	67/33%	9/7	56/44%	14/3	82/18%
From NJ Colleges	5	33%	0	0%	4	24%
From NJ High Schools	9	60%	8	50%	8	47%
With Teaching Experience	11	73%	13	81%	15	88%
Age:						
About 20-25	10	67%	11	69%	8	47%
Over 25	5	33%	5	31%	9	53%

APPENDIX A

Public School District and Nonpublic School Participation in the Provisional Teacher Program: September 1985 - September 1987

Public School Districts	Nonpublic Schools
Atlantic County	
Corbin City	Assumption
Egg Harbor Township	Holy Spirit High School
Mainland Regional	Absecon Early Childhood Center
Greater Egg Harbor	Friends School
Pleasantville	Star of the Sea
Weymouth	St. Joseph High School
Atlantic County Alternative	
Port Republic	
Bergen County	
Cliffside Park	Immaculate Heart Academy
Leonia	YWCA Child Care Center
Paramus	Devonshire Prep
Teaneck	Nursery Rhyme Preschool
Bergen County Vocational	Mt. Carmel
East Rutherford	Play and Learn Nursery
Englewood City	St. Mary's High School
Ridgewood	Community School
Fair Lawn	Paramus Catholic Girls High School
Lyndhurst	Paramus Catholic Boys High School
Northern Valley Regional	CAAS Child Development Center
Northern Highlands	Holmstead
Park Ridge	St. Theresa
Pascack Valley Regional	Sarah's Preschool
Rutherford	Our Lady of Victories
Tenafly	Holy Trinity
Wood-Ridge	Queen of Peace
Bergenfield	Ivy League School
Palisades Park	Don Bosco Prep
Fort Lee	
North Arlington	
Harrington Park	
Ridgefield Park	
Alpine	
Oakland	
Closter	
Rochelle Park	
Wycoff Township	
Burlington County	
Rancocas Valley	Midway
Maple Shade	St. Casimir
New Jersey Department of Corrections	Our Lady of Good Counsel

Public School Districts	Nonpublic Schools
Camden County	
Camden	Jewish Community Center
Gloucester City	St. Andrew's Nursery
Cherry Hill	St. Michael
Haddon Heights	St. Rose High School
	Bishop Eustace High School
	St. Stephen
Cape May County	
Dennisville	Wildwood Catholic
Cumberland County	
Millville	Sacred Heart
Lawrence Township	Ellison School
Vineland	Cumberland Christian Academy
Upper Deerfield Township	
Essex County	
Bloomfield	Gramon School
East Orange	Our Lady of Valley
Irvington	Essex Catholic
Montclair	Immaculate Conception
Newark	Our Lady of Sorrows
Orange	St. Joseph
South Orange-Maplewood	St. Mary
West Orange	St. Thomas
Millburn	St. Vincent's Academy
Essex County Vocational	Newark Boys Chorus
	Pleasant Day Nursery
	Our Lady of Lourdes
	Bender Memorial
	Immaculate Heart
	Sandy Lane Nursery
	Far Brook
	George Washington
	St. Paul the Apostle
	Suburban Hills
	Ironbound
	St. Columba
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Pitman	Children's Place
South Gloucester Regional	St. Joseph
Glassboro	Sunny Day
Clayton	Ambassador

Public School Districts	Nonpublic Schools
Hudson County	
Bayonne	Hudson Catholic
Hudson County Vocational	Our Lady of Sorrows
Weehawken	St. Aloysius Academy
West New York	St. Cecelia
North Bergen	Our Lady of Mercy
Union City	Lutheran Parochial
	St. Joseph
Hunterdon County	
Kingwood Township	
Franklin Township	
Mercer County	
New Jersey Department of Corrections	Villa Victoria
Trenton	Cathedral Grammar
East Windsor	Stuart Country Day
	Shalom Torah Academy
	St. Anthony
	Our Lady of Sorrows
Middlesex County	
Metuchen	Dayspring Child Care
New Brunswick	St. James
Piscataway Township	St. Augustine
Sayreville	St. Ladislaus
South Brunswick	St. Mary
South Plainfield	St. Pius X Regional
Carteret	Holy Rosary
Highland Park	Perth Amboy Christian
Edison Township	St. Peter's High School
Spotswood	St. Joseph's High School
East Brunswick	
Monroe Township	
Monmouth County	
Ocean Township	St. John Vianney
Freehold Regional	A Child's Place
Holmdel	Allaire
Keansburg	Brookside
Long Branch	Collier
Middletown Township	St. Rose Elementary
Neptune	St. Rose High School
Red Bank Boro	Oak Hill Academy
Rumson-Fairhaven Regional	Central Jersey Christian
Red Bank Regional	
Shore Regional	
Hazlet Township	
Atlantic Highlands	
Marlboro Township	
Monmouth County Vocational	
Millstone Township	
Keansburg	

Public School Districts	Nonpublic Schools
Morris County	
Chatham	St. Vincent
Mendham	Mount St. John
Montville	
Morris Hills Regional	
Mountain Lakes	
Parsippany-Troy Hills	
Lincoln Park	
Dover	
Morris	
Pequannock Township	
Jefferson Township	
Mt. Olive Township	
West Morris Regional	
Harding Township	
Randolph Township	
Ocean County	
Central Regional	Lakewood Prep
Jackson Township	Ocean Early Childhood Center
Southern Regional	St. Joseph
Brick Township	
Manchester Township	
Toms River	
Passaic County	
Paterson	Our Lady of Lourdes
Passaic County Vocational	Collegiate
Wayne	Don Bosco Technical
Passaic County/Manchester Regional	Paul VI High School
Pompton Lakes	Neumann Prep
Salem County	
Penns Grove-Carney's Point	
Pennsville	
Somerset County	
Bernards Township	Bonnie Brae
North Plainfield Boro	St. Joseph
Watchung Hills Regional	Treehouse Child Care
Bernardsville Boro	Matheny
Manville	Christ the King
Franklin Township	St. Mathias
Hillsborough Township	

Public School Districts	Nonpublic Schools
Sussex County	
Sparta	Pope John XXIII High School
Vernon Township	
Wallkill Valley Regional	
Kittatinny	
Union County	
Elizabeth	Christopher Academy
Linden	Mother Seton Regional
Plainfield	St. Anthony
Roselle Boro	St. Catherine
Westfield	St. Genevieve
Rahway	St. Mary
Summit	Union Catholic Regional
New Providence	Oratory Prep
	Cranford Montesorri
Warren County	
Warren Hills Regional	
Phillipsburg	
North Warren Regional	
Belvidere	

APPENDIX B

Geraldine R. Dodge Foundation Teaching Fellows

1987 Award Winners

Joan Marie Caprarola

Ms. Caprarola graduated summa cum laude from Seton Hall University with a bachelor's degree in mathematics and computer science. She was awarded the University's Mathematics Achievement Medal and was president of the math honor society. She was also active in the campus ministry and has served as a teacher at a drug rehabilitation center. Joan is employed as a mathematics teacher in the Harding Township Public Schools.

Michelle Carter

Ms. Carter graduated from Franklin and Marshall College where she majored in math. While in college, Michelle managed a full schedule of tutoring other students and was also active in the Black Student Union, the F and M Players and in other dramatic, musical and religious groups. During the summer, she worked as a camp counselor and an instructional aid in the Camden County Youth Center. Michelle was employed late in the summer of 1986 and has already earned her regular teaching certificate in mathematics, completing the program last spring in the Camden public schools. Now certified, she has returned to the Camden schools for her second year.

Kimberly Clark

Ms. Clark graduated Phi Beta Kappa from Penn State University with a degree in English where she was a University Scholar and a member of the Golden Key National Honor Society. She has worked as a journalist and has published several articles on the development of Atlantic City. She has served also as a substitute teacher at Atlantic Alternative High School. She is now teaching English in the Glassboro school district.

Paul Colletti

Mr. Colletti graduated with honors in biology from Colgate University and received his Master of Science in Aquatic Biology from Northern Arizona University. He has worked as a private school teacher and track coach in Wayne, New Jersey. Paul was selected as one of 15 New Jersey teachers to receive a research award from the Geraldine R. Dodge Foundation to participate in biological research in Costa Rica. He is currently teaching science at the West Morris Regional High school district.

Martha Gensemer

Ms. Gensemer graduated with honors from Williams College with a degree in religion. She has served as a counselor and therapy group leader. She worked also as a teaching intern in the Chatham public schools and as a teaching assistant at Williamstown Elementary School. Martha is employed as an elementary teacher in the East Orange Public Schools and is simultaneously earning certification in social studies.

Donna Houser

Ms. Houser graduated with high honors from Richard Stockton State College with a degree in chemistry. She received her master's degree in chemistry from Cornell University. She was presented the Outstanding Chemistry Student Award by the American Chemical Society. She has served as a teaching assistant and tutor at the university level. Donna is now a science teacher in the Rumson-Fair Haven school district.

Donna Lewis

Ms. Lewis graduated magna cum laude from SUNY, Albany with a degree in Spanish. She received her master's degree in Spanish from Rutgers University. She is a member of several foreign language honor societies, and taught English in Madrid, Spain. She has also worked in administration in private industry and as a university teaching assistant. She is employed as a Spanish teacher in the Alpine school district.

Covetta Mediratta

Ms. Mediratta graduated with honors from Amherst College with degrees in English and Asian Studies. At Amherst she was captain of the women's track team, served as a tutor and substitute teacher, and chaired the campus committee on the status of minority students. She has worked also as a computer technician. Covetta is now an elementary teacher in the East Orange Public Schools and is also earning certification in English and science.

Delores Meliani

Ms. Meliani received her bachelor's degree in physical science from Harvard University. She worked as an actuary in the insurance industry and taught English as a Second Language to engineering students in Algeria. She is an accomplished pianist who has received awards in competitions. She is a mathematics teacher in the East Orange Public Schools.

Sue Patterson

Ms. Patterson graduated with honors from the University of Chicago with a degree in biology. She received her master's degree in marine biology from the University of Miami. She has worked as a research advisor at the U.S. Naval Underwater Systems Center in Newport and New London, and as a technical advisor and assistant program manager for the U.S. Ocean Systems Center in Hawaii. She has taught at the university and high school levels, and is well published in the field of marine biology. She teaches science in the South Orange-Maplewood school district.

Roger Pellegrini

Mr. Pellegrini graduated cum laude from Columbia University with a degree in literature. He is working toward his master's degree at Columbia Teachers College in educational computers. He is proficient in Italian and French and worked in the construction industry in Piermont, NY where he was chairman of the Piermont Conservation Commission. Roger is an elementary teacher in the Closter school district where he is also earning certification in English.

Sue Pettitt

Ms. Pettitt graduated summa cum laude and Phi Beta Kappa from Wellesley College with a degree in English. She also studied English literature for one year at Oxford University. She is proficient in Spanish and is an accomplished flutist and pianist. She has served as a tutor and teaching intern both in England and the United States. She teaches English in the Millstone Township school district.

Jane Smalley

Ms. Smalley graduated magna cum laude and Phi Beta Kappa from Brown University with a degree in history. Jane graduated from North Plainfield High School where she was valedictorian of her class. During her college years, Jane studied at the Munson Institute and at Queen Mary College in London. Since graduation she has served as a literacy tutor at the Rhode Island Adult Academy working with functionally illiterate adults and as an assistant curator of education at the Kendall Whaling Museum. Jane is currently teaching social studies in the Westfield Public Schools.

Mark Spranca

Mr. Spranca graduated with distinction from the University of Pennsylvania with a degree in psychology. He received the Miles Murphy Award for the best honors thesis in psychology and was vice-president of the University Debate Council. He has served as a university teaching assistant and a Special Olympics volunteer. Mark is teaching elementary in the Morris school district and earning certification in psychology as well.

Sarah Tantillo

Ms. Tantillo graduated with honors from Princeton University with a degree in comparative literature. She received the Forbes College Award and a Congressional Teacher Scholarship Award. She attended high school at Southern Regional in Matawan where she was valedictorian of her high school class. She has worked as a substitute teacher and as an intern in the state department's Division of Teacher Preparation and Certification. She teaches English in the Rumson Fair-Haven school district.

Joan Waite

Ms. Waite received her bachelor's degree in anthropology from Sarah Lawrence College and her Master's Degree in that field from Northwestern University. She is proficient in French and German and studied for one year in Paris, France. She has lived in Nigeria where she worked in the field of educational television. She has served as a university professor of ethnic studies. She co-founded the Teaneck Afro-American Center and has worked as a museum curator and director of education. She has received numerous awards for community leadership activities and now teaches social studies in the Teaneck Public Schools.

Rosie Zweiback

Ms. Zweiback graduated magna cum laude from Princeton University with a degree in politics. She is proficient in Spanish and received a Bryn Mawr Scholarship and a Rotary Scholarship to study in Madrid. She has worked as a management consultant with a New York chemical distributor and as a teacher for an SAT preparation firm. She currently teaches social studies in the Rumson Fair-Haven school district.